

PROMOTION RECOMMENDATION
THE UNIVERSITY OF MICHIGAN
SCHOOL OF INFORMATION
COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

Patricia Garcia, assistant professor of information, School of Information, and assistant professor in the Digital Studies Institute, College of Literature, Science, and the Arts, is recommended for promotion to associate professor of information, with tenure, School of Information, and associate professor in the Digital Studies Institute, without tenure, College of Literature, Science, and the Arts.

Academic Degrees:

Ph.D.	2015	University of California, Los Angeles, California
M.L.I.S.	2013	University of California, Los Angeles, California
M.A.	2007	University of Texas, Austin, Texas
B.A.	2005	St. Edward's University, Austin, Texas

Professional Record:

2021 – Present	Affiliated Faculty, Institute of Research on Women and Gender, University of Michigan
2020 – Present	Assistant Professor, Digital Studies Institute, College of Literature, Science, and the Arts, University of Michigan
2017 – Present	Assistant Professor, School of Information, University of Michigan
2016 – 2017	Research Fellow, School of Information, University of Michigan
2015 – 2016	Post-doctoral Scholar, Center for Gender Equity in Science and Technology, Arizona State University, Tempe, AZ

Summary of Evaluation:

Teaching: Professor Garcia's teaching philosophy is informed by the critical scholar bell hooks' theory of engaged pedagogy which addresses students' disengagement with education and promotes critical consciousness. Her goals include giving students "voice and choice" so that they feel empowered and developing students' ethical reasoning abilities. Her methods include self-reflection which she models in her classes. Professor Garcia has actively developed her ability to be an effective and inclusive teacher participating in several Center for Research Learning and Teaching (CRLT) "Inclusive Teaching" workshops and working with CRLT in her course redesigns. There is a clear overlap between her research and teaching. Professor Garcia has taught four courses across various University of Michigan School of Information (UMSI) degree programs: Learning Computational Thinking through Making (SI 435), Understanding Records and Archives: Principles and Practices (SI 580), Appraisal and Collection Development (SI 632), and Instructional Skills for Information Professionals (SI 643). She designed SI 435 and redesigned SI 580. She is effective as a teacher.

Professor Garcia takes a practical approach to her mentoring. She involves her mentees in concrete activities that advance her mentees' success. She is currently the primary advisor to two Ph.D. students and co-advisor to another five. She has served on six doctoral thesis committees and two master's thesis committees. Professor Garcia has served as an advisor in the Research Experiences for Master's Students Program to students from the University of Michigan, Syracuse University, University of Tennessee, University of Texas at Austin, Indiana University-Bloomington, and University of Wisconsin-Madison. She has also advised undergraduate students through the Undergraduate Research Opportunity Program and the National Science Foundation (NSF) Research Experiences for Undergraduates Program. All her graduate students who have achieved candidacy have published in peer reviewed venues which were in the top tier for each of their fields.

Research: Professor Garcia's scholarship is interdisciplinary, uniquely advancing the social and critical study of data, feminist human-computer interaction (HCI), critical archival studies, computing education, and youth studies. Throughout her work, Professor Garcia pays close attention to how computational technologies can enable racial justice. In her community-engaged qualitative research, she works closely with marginalized groups to identify and design pathways for empowerment, ownership, and control of data. By bringing together community stakeholders with faculty and students via hands-on research projects, Professor Garcia contributes: a) important theoretical interventions into the relationship between technology, power, and justice; b) a model for education programs that influences other program developers because her program shapes the pedagogy and real lives of the community stakeholders she works with; and, c) an activist-oriented research program that informs us in how youth develop their identities with technology.

Professor Garcia demonstrates a productive record of collaborative work with colleagues, doctoral students, post-doctoral researchers, and community organizations, which is essential in her research area (focused on justice in computing education and data). She has been highly productive since her appointment at UMSI in 2017. She has published 12 peer-reviewed journal articles, seven heavily peer-reviewed papers in conference proceedings, two book chapters, and a widely circulated and acclaimed Feminist Data Manifest-No. Her peer-reviewed articles appear in highly ranked venues such as in the Proceedings of the Association of Computing Machinery (ACM) conferences on Human Factors in Computing and Computer Supported Cooperative Work and Social Computing, *Archival Science*, *Journal of the Association for Information Science and Technology*, *Journal of Learning, Media, and Technology*, and *Youth & Society*. Professor Garcia has a successful track record of generating competitive external funding, totaling over \$1.3M, from the NSF, the Institute of Museum and Library Services, and Google. She has led several projects as the principal investigator (PI) such as her NSF Faculty Early Career Development Award (CAREER) and Early-Concept Grants for Exploratory Research (EAGER) grants, her leadership as organizer of the Feminist Data Manifest-NO workshop, and her role as the PI on a Google Award for Inclusion Research. She has also received funding from internal organizations such the University of Michigan Institute for Research on Women and Gender and MCubed.

Recent and Significant Publications:

- Tracey P, Garcia P, Punzalan R. (2023). "Recordkeeping, logistics, and translation: a study of homeless services systems as infrastructure." *Arch Sci (Dordr)*. 2023 Feb 3:1-27. doi: 10.1007/s10502-023-09410-0. Epub ahead of print. PMID: 36777311; PMCID: PMC9897615
- Garcia, P. and Cifor, M. (2019). "Expanding Our Reflexive Toolbox: Collaborative Possibilities for Examining Socio-Technical Systems Using Duoethnography." *Proc. ACM Hum.-Comput. Interact.* 3, CSCW, Article 190 (November 2019), 23 pages. <https://doi.org/10.1145/3359292>
- Garcia, P., Sutherland, T., Salehi, N., Cifor, M., and Singh, A. (2022). "No! Re-imagining Data Practices Through the Lens of Critical Refusal." *Proc. ACM Hum.-Comput. Interact.* 6, CSCW2, Article 315 (November 2022), 20 pages. <https://doi.org/10.1145/3557997>
- Garcia, P., Fernández, C., and Okonkwo, H. (2020). "Leveraging technology: how Black girls enact critical digital literacies for social change." *Learning, Media and Technology*. 45:4, 345-362, DOI: 10.1080/17439884.2020.1773851
- P. Garcia, Jackson, A., and Jacobs, L.-A. (2020). "Centering the Identities of Girls of Color in Computational Thinking Programs." *2020 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. Portland, OR, USA, 2020, pp. 1-7, doi: 10.1109/RESPECT49803.2020.9272507.

Service: Professor Garcia has made significant and impactful service contributions to UMSI and the broader University of Michigan community. At UMSI, she has served on committees critical to advancing faculty governance, including the Dean's Advisory Committee, Diversity, Equity, and

Inclusion (DEI) Committee, and faculty search committees. She has twice received the UMSI Diversity, Equity, and Inclusion Award. Her service to the larger university community is equally significant. She co-directs the Center for Ethics, Society, and Computing and serves on the executive committee of the Digital Studies Institute. More recently, she served on the UMSI Dean search committee. Her involvement in campus-wide DEI initiatives contributes to inclusive learning environments for first-generation and historically marginalized students. Professor Garcia's service to her core academic communities include regular and active participation, and in some instances leadership, in conference program committees and review panels for national grant agencies. She has reviewed submissions to leading conferences and top-tier journals and was invited by NSF to serve on the Broadening Participation in Computing Reserve Reviewer Corps. Professor Garcia has successfully woven her research projects with impactful community service by developing informal computing programs for girls of color in California, Arizona, Michigan, and Texas collaborating with notable national efforts such as CSforAll Accelerator Initiative, and Black Girls Rock. She is recipient of the UMSI Joan Durrance Community Engagement Award, which recognizes excellence in building research partnerships with communities that lead to social change.

External Reviewers:

Reviewer A: “[Professor] Garcia’s [work] is on par with other scholars in the Information Sciences that focus on equity, power, and critical approaches to understanding the use of media and technology. ...Most impressive has been [Professor] Garcia’s commitment to giving back to the broader network of community organizations that partner in her scholarship.”

Reviewer B: “I am in awe of the Feminist Manifest-No. The workshop that inspired it and the collaboration that [Professor] Garcia led is exceptional. She brought some of the most influential senior scholars working on feminist HCI and data practices together to produce a thought-provoking and hard-hitting document that has an immense impact on our field. ...her impact is beyond what [my institution] would expect from faculty up for tenure and promotion.”

Reviewer C: “At the highest level, [Professor] Garcia’s work is impressive in multiple dimensions. First and foremost, she leads her scholarship with her values, with not only a consistent and constantly developing position on equity and justice, but also a clear epistemic commitment to deeply engaging with communities to guide her scholarship. ...If [Professor] Garcia was up for promotion at tenure at [my institution], she would receive it, without reservations.”

Reviewer D: “The quantity and quality of [Professor] Garcia’s scholarship and creative activity distinguishes her from her junior peers within and connected to the Archival Studies disciplines. ...She has opened doors for new researchers to build on her work in more distinct ways from and in their own home communities. She is a committed scholar -- brave, critical, creative, and thoughtful scholar who conducts quality research and so clearly communicates the importance and the real-life consequences that this work can have on marginalized communities and youth nationally and even internationally.”

Reviewer E: “What I appreciate most about this and other facets of Professor Garcia’s work is her generative approach to critique. ...she does not stop at illustrating harms such as amplified emotional labor or discomfort. While acknowledging these failures and harms, she focuses our attention elsewhere. She uses a form of critical recognition to reimagine technology practices and performances as generative events that might still catalyze new and just ways of being in the world. ...Professor Garcia is an impressive interdisciplinary scholar and burgeoning leader... Her work has already become globally impactful across multiple fields, with continued influence on how I and my colleagues conduct generative critique.”

Reviewer F: “[Professor] Garcia’s productivity is especially impressive – successful in publishing in *Archival Science*, *Learning, Media and Technology*, and *Youth and Society*, which are journals that are highly regarded in the field and with impact factors. ...[Professor] Garcia has a higher h-index than me when I went up for tenure and promotion in 2015 (my h-index at that time was 7). In my examination of [Professor] Garcia’s professional reputation and h-index in comparison to others who are/were at the same stage in their careers, I found that [Professor] Garcia rank[s] higher to other scholars in this area.”

Reviewer G: “Notably, [Professor] Garcia has also stepped into the role of a public intellectual, a commitment to civic participation usually adopted by scholars later in their academic careers. I note that her expertise has been sought after by public policymakers and by the media for a range of topics, from gender bias in [artificial intelligence] to making [computer science] education more accessible.”

Reviewer H: “[Professor] Garcia as an emerging leader on how to provide equitable computer science learning experiences to marginalized youths.”

Summary of Recommendation:

Professor Garcia’s research advances the fields of archival studies, feminist data studies and HCI, computing education, and youth studies. She is an innovative and effective instructor to her undergraduate and graduate students, and an inspiring mentor. Her record of service is punctuated by critical engagement, leadership, and meaningful community service that translate her research impacts beyond academia. Therefore, with the support of the UMSI Promotion and Tenure Committee and the Executive Committee at the College of Literature, Science, and the Arts, we recommend that Patricia Garcia be promoted to associate professor of information, with tenure, School of Information, and associate professor in the Digital Studies Institute, without tenure, College of Literature, Science, and the Arts.



Andrea Forte
Dean, School of Information



Anne Curzan, Dean
Geneva Smitherman Collegiate Professor of
English Language and Literature, Linguistics
and Education
Arthur F. Thurnau Professor
College of Literature, Science, and the Arts

May 2024